

Brief Focus Lesson

Fluency: Reread Text for Grade 6

Text: *Volcano Rising* by Elizabeth Rausch

CAFE Goal	Fluency
CAFE Strategy	Reread Text
Observe/Relate (1 – 2 min.)	Have you ever noticed how many words begin with the prefix <i>re-</i> ? It's a very common prefix. Can you guess what the prefix <i>re-</i> means? If I tell you that I will <i>rewrite</i> my paper, it's easy to figure out that I will write it again. If I mention that I will <i>redo</i> the class schedule, it means that I will do the schedule again. When I say that I will <i>reread</i> a text, it means that I will read the same text again. You might ask yourself why I would want to read the same text again. After all, there are so many exciting and interesting texts that I have never read before. But rereading a good fit book helps me to sound better and feel more confident, too. Each time that I practice reading a text over and over helps me to build my fluency.
Teach and Reinforce (2 – 3 min.)	<p>Establish purpose – Today we are learning to reread text so that we can sound more fluent.</p> <p>Create urgency – We are learning to reread text so that we can read more fluently. Practicing the same text will increase our skill and fluency.</p> <p>Explicit teacher modeling – Have you ever read a book or watched a movie about a volcano? If you have, you may learned about some of the destruction that volcanoes can cause. In the fascinating book, <i>Volcano Rising</i>, Elizabeth Rusch offers a different look at volcanoes. Her book focuses on ways that an eruption makes the volcano grow taller and bigger, creates mountains, and forms islands. I'll share part of this good fit text with you now. <i>(Begin reading the text in a quiet and halting way, saying the word "KA-BOOM!" without expression and stumbling on the word "catastrophe.")</i> After reading, say, "Well, I think my reading of that excerpt from the text could be much better. The paragraph starts with the word "KA-BOOM!" but I don't think that I sounded very excited when I said it. That word "catastrophe" has always been hard for me to say. I know what the word means, but I always stumble when I say it. On my next try, I want to sound smoother. I want to show some excitement when I read "KA-BOOM" and say "catastrophe" right. Let me try again. <i>Then state, "Yes, I think I did better this time—I tried to read more loudly and with more confidence. If I read it a third time, I think that my reading of the passage will improve. Let's see if I am right... Read the text one more time with appropriate volume, speed, and expression; encourage students to share what they noticed about your final reading. If you feel that students need</i></p>

	<i>additional modeling, follow a similar procedure of repeated readings that demonstrate improvement on brief segments of text.</i>
Practice (2 – 3 min.)	Select a good fit book from your book box and focus on a paragraph of the text that you want to practice. I'll distribute some sticky notes (<i>narrow ones work well for this learning task</i>) and write the page number of the part of the text that you will practice. After your first practice, reflect on how you sounded this time. If you think that your reading improved, write one plus sign on the sticky note and place it next to the paragraph. Later read the same part of the text again. Place an additional plus sign next to the first one. Follow the same procedure with your third reading. Once you have three plus signs, you can move on to practicing a new passage if you think your reading sounds fluent. You'll be pleased to hear how much better you sound with each practice.
Encourage and Plan (1 – 2 min.)	We just practiced using the strategy of Reread Text for fluency because it helps us to read in a smoother and more confident way. Who will use this strategy when they read today? As you do repeated readings of your good-fit books, you will become a stronger reader. People will enjoy listening to you, and you'll feel proud of how using this strategy enhances your reading.
Common Core Alignment	Most strategies are applicable to all grade levels. Reread Text for fluency aligns with Standard L.6.3 on our Grade 6 CAFÉ Menu or CCSS Grade Level Matrix .